

# School Strategic Plan 2020-2024

Mornington Special Developmental School (5239)



MORNINGTON SDS

Submitted for review by David Newport (School Principal) on 29 September, 2020 at 02:25 PM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

Mornington Special Developmental School (5239)

<b>School vision</b>	<p>Mornington SDS is committed to providing a safe secure and stimulating learning environment. The school builds on students' strengths and individuality providing opportunities for all students to experience success in their learning and ensuring positive and mutually supportive partnerships between home, school, and the community.</p> <p>All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.</p>
<b>School values</b>	<p>Mornington SDS is committed to providing a safe, secure, and engaging learning environment. The school supports and encourages students to build on their strengths and individuality whilst providing opportunities for them to experience success in their learning and ensuring positive and mutually supportive partnerships between home, school, and the community. The school is committed to a philosophy of continuous improvement.</p> <p>Respect- Respect for self, others, and the environment</p> <p>Integrity- in what we do and relationships with others (Do the right thing)</p> <p>Responsibility- accept responsibility for one's own actions</p> <p>Persistence – to strive towards reaching our personal best.</p>
<b>Context challenges</b>	<p>Mornington Special Developmental School (SDS) was first established in 1987 as a short-term solution to meeting the needs of severely intellectually disabled students in the Mornington area. The school was, and still, is composed of relocatable buildings. The student population consists of the Early Education Program (EEPs) for students who are 2.8 to 5 years and school age students 5 to 18.</p> <p>The current student population of 30 students are enrolled in five classes consisting of one full-time teacher (equivalent) and one fulltime (equivalent) Educational Support Staff.</p> <p>The school is located on a property 'lent' to the school by Mornington Park Primary school (PS) which is located next door. That is, Mornington SDS shares the property with Mornington Park PS. The school is aiming to build its student population through increased community involvement and networking with local schools. Although all students are technically classified as having a Severe Intellectual Disability it should be noted that at least three quarters of the school's student population also has an Autism Spectrum Disorder, even though they may not have an official diagnosis (though most do). Communication is the key to supporting students to negotiate their interactions with the world at large and to function in a manner that helps them to reach their full potential.</p>

**Intent, rationale, and focus**

Goal 1. To ensure learning growth and high-quality educational outcomes for all students with focus on English and Mathematics.

Rationale.

Mornington Special Developmental School's vision is to ensure all students are confident, curious learners who feel supported and able to meet the challenges at school and beyond. The Panel viewed strong standards of achievement in the areas of English and Mathematics and Science were critical to meeting this purpose. Analysis of student learning indicators highlighted the Victorian Curriculum English Language Modes of Reading and Writing, and the Mathematics Strand of Number and Algebra as initial focuses within this four-year SSP goal.

Over the next four years this plan will unfold by striving to meet the following targets.

By 2023, ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 will make or sustain learning level progress each school year during the SSP period in the VC:English Language Modes of -

Reading and Viewing

Writing

Speaking and Listening

By 2023, ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 will make or sustain learning level progress each school year during the SSP period in the VC:

Mathematics Strands of -

Number and Algebra

Measurement and Geometry

Statistics and Probability

Goal 2. To improve student capacity to interact positively with others and to self-regulate their behavior.

Rationale.

Mornington Special Developmental School's vision also included providing a friendly, safe, and structured environment and preparing students for their place in society. The Panel viewed building student personal and social capabilities was critical to attaining these aspects of the vision while in school and after students have exited.

Over the next four years this plan will unfold by striving to meet the following targets.

By 2023, ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 will make or sustain learning level progress each school year during the SSP period in the VC Personal and Social Capability Strands of:

- Self-Awareness and Management
- Social Awareness and Management.

By 2023, the percentage of students responding positively to the following student Attitudes to School Survey (AtSS) measures to be

at or above 90 per cent:

- Learner characteristics and disposition domain, Self-regulation and goal setting factor
- Student Safety domain, I feel safe at this school factor.

By 2023, the percentage of parents responding positively to the following Parent Opinion Survey (POS) Student Development domain measures to be at or above 80 per cent.

Goal 3. To improve student voice and agency in learning.

Rationale

The review Panel reasoned that the promotion and activation of student voice was a highlight of the previous SSP. The various initiatives that had been implemented had promoted student connectedness and positive behaviors. The Panel agreed that building on this momentum would be part of the new SSP.

Over the next four years this plan will unfold by striving to meet the following targets.

By 2023, the percentage of students responding positively to the following student Attitudes to School Survey (AtSS) Social engagement domain factors to be at or above 90 per cent:

- Student voice and agency
- Sense of inclusion
- School connectedness

By 2023, the percentage of parents responding positively to the following Parent Opinion Survey (POS) Student Development domain measures to be at or above 80 per cent:

- Student agency and voice
- Confidence and resiliency skills

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<b>Goal 1</b>	To ensure learning growth and high-quality educational outcomes for all students with focus on English and Mathematics
<b>Target 1.1</b>	<p>By 2023, ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 will make or sustain learning level progress each school year during the SSP period in the VC:</p> <ul style="list-style-type: none"><li>● English Language Modes of<ul style="list-style-type: none"><li>- Reading and Viewing</li><li>- Writing</li><li>- Speaking and Listening</li></ul></li></ul>
<b>Target 1.2</b>	<p>By 2023, ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 will make or sustain learning level progress each school year during the SSP period in the VC:</p> <ul style="list-style-type: none"><li>● Mathematics Strands of<ul style="list-style-type: none"><li>- Number and Algebra</li><li>- Measurement and Geometry</li><li>- Statistics and Probability</li></ul></li></ul>

<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Develop and consistently implement a schoolwide lesson model
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Further develop and embed the school's English and Mathematics Victorian Curriculum Continuums Checklists as a basis for curriculum planning
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Build school formative assessment capacity, based on the Checklists, to inform classroom differentiated teaching and learning
<b>Goal 2</b>	To improve student capacity to interact positively with others and to self-regulate their behaviour
<b>Target 2.1</b>	<p>By 2023, ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 will make or sustain learning level progress each school year during the SSP period in the VC Personal and Social Capability Strands of:</p> <ul style="list-style-type: none"> <li>• Self-Awareness and Management</li> <li>• Social Awareness and Management</li> </ul>
<b>Target 2.2</b>	<p>By 2023, the percentage of students responding positively to the following student Attitudes to School Survey (AtSS) measures to be at or above 90 per cent:</p> <ul style="list-style-type: none"> <li>• Learner characteristics and disposition domain: Self-regulation and goal setting factor</li> <li>• Student Safety domain: I feel safe at this school factor</li> </ul>

<b>Target 2.3</b>	By 2023, the percentage of parents responding positively to the following Parent Opinion Survey (POS) Student Development domain measures to be at or above 80 per cent.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop consistent curriculum delivery, assessment and reporting in the Victorian Curriculum Personal and Social Capability Strands based on the Continuum Checklists (as per Goal 1 Key Improvement Strategies)
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Further build whole school consistent application of individualized communication strategies
<b>Key Improvement Strategy 2.c</b> Health and wellbeing	Build staff capacity to consistently implement the School Wide Positive Behaviors Supports program
<b>Goal 3</b>	To improve student voice and agency in learning
<b>Target 3.1</b>	By 2023, the percentage of students responding positively to the following student Attitudes to School Survey (AtSS) Social engagement domain factors to be at or above 90 per cent: <ul style="list-style-type: none"> <li>● Student voice and agency</li> <li>● Sense of inclusion</li> <li>● School connectedness</li> </ul>
<b>Target 3.2</b>	By 2023, the percentage of parents responding positively to the following Parent Opinion Survey (POS) Student Development domain measures to be at or above 80 per cent: <ul style="list-style-type: none"> <li>● Student agency and voice</li> <li>● Confidence and resiliency skills</li> </ul>

<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Continue to cultivate and implement the whole-school approach to activating student voice agency
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Develop and implement a whole school approach to student self and peer assessment